DOCUMENT RESUME

ED 296 843 RC 016 663

TITLE	Title VII Bilingual Education. 1986-87 Performance Report.
INSTITUTION	Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE	87
NOTE	20p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Bilingual Students; Elementary Secondary Education; *English (Second Language); English Teacher Education; Improvement Programs; Inservice Teacher Education; *Language Proficiency; Language Tests; *Limited English Speaking; *Program Effectiveness; *Second Language Instruction
IDENTIFIERS	*Albuquerque Public Schools NM; Comprehensive Tests of Basic Skills; Elementary Secondary Education Act Title VII; Gates MacGinitie Reading Tests; Language Assessment Scales (De Avila and Duncan)

ABSTRACT

This Title VII program completed its second year of a 3 year continuation project to provide students with limited English proficiency instruction designed to help them achieve English language proficiency. The program also included a staff development component. Students were in Lau categories A, B, and C (non-English speaking, English as a second language, and bilingual). There were 987 students served from four schools. Asian and Native American language groups were represented, but Spanish was the primary non-English language. The proposal projected that 60% of category A and B would demonstrate English proficiency as measured by a gain of two levels or achievement of level five on the Language Assessment Scales (LAS). Although project students did not reach this objective, over half of the students did gain one level on the LAS. Group means on the Gates-MacGinitie Reading tests reflected anticipated growth in two of the four participating schools. Cooperating teachers received demonstration lessons and were able to identify techniques demonstrated by the resource teachers. Ten tables provide raw data for time on task and results of evaluative tests. (SKW)

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RC016663

1986-87
Performance Report

ALBUQUERQUE PUBLIC SCHOOLS

Planning, Research,
and Accountability

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Title VII Bilingual Program
Administrative Summary

The Title VII program completed its second year of a three year continuation project during the 1986-87 school year. Limited English Proficient (LEP) students in Lau categories A, B, and C were served at Highland and Albuquerque High Schools and Washington and Wilson Middle Schools. A total of 987 students was served in these four schools, which have the largest population of LEP students. A variety of Asian and Oriental language groups, Spanish, and several Native American languages were represented in this population of students.

The primary goal of this project is to project is to provide services which allow students to achieve English language proficiency to the maximum extent possible. To accomplish this, the project supported three instructional components and a staff development component.

The proposal projected that 60% of Lau category A and B students would demonstrate English proficiency as measured by a gain of two levels or achievement of level 5 on the Language Assessment Scales (LAS), a measure of English language proficiency. Although project students did not reach this objective, over half of the students at three of the four schools did gain one level on the LAS.

Group means on the Gates-MacGinitie Reading tests, used as a measure of English proficiency in reading and writing, reflected anticipated growth in one middle and one high school.

While CTBS data from district-wide and project testing did not reflect the NCE gains expected in the objective, objective mastery for students in the pre-post tests groups did show improved performance.

Staff development activities were provided in the form of in-service programs relevant to ESL and ELD instruction. Cooperating teachers were also provided demonstration lessons to assist them in improving their instructional techniques. After participating in project in-services, teachers were able to identify the techniques demonstrated by the resource teachers. Further, resource teachers reported that cooperating classroom teachers incorporated these techniques in their classrooms.

District Description

The Albuquerque Public School district, twenty-sixth largest in the country, provided educational programs and service to 77,641 students during the 1986-87 school year. Eleven high schools, 23 middle schools and 74 elementary schools provided basic education, special education, and other special program services to the student population. During the 1986-87 school year, 1.5% of the district enrollment was Asians, 2.6% was Native Americans, and 39% was hispanics. Over 19,000 students came from multi-cultural backgrounds and posed varying levels of proficiency in English, with 25% of the student population listing a language other than English as their home language.

Although APS provided trained staff to address the educational needs of the recent and continuing immigrant population, the continued increase of students with different languages and academic needs placed increasing demands on the resources of the district. To provide for the needs encountered in cultural and language transitions, APS bilingual education programs offered students who were native speakers of a language other than English, special assistance in the form of ESL classes and ELD teachers who provide sheltered content-classes. Bilingual aides were available to further assist students. These district efforts were supplemented by Title VII projects for preschool students and for Native American students.

Program Description

Student Description

The Title VII program completed the second of a three year continuation project during the 1985-86 school year. A total of 987 Limited English Proficient (LEP) students were served in four district schools. The students eligible for service were identified using the Language Assessment Scales (LAS) and were classified as Lau categories A through C. Students in these categories are monolingual in a language other than English (A), predominantly speakers of a language other than English (B), or bilingual (C). Washington and Wilson Middle Schools and Highland and Albuquerque High Schools were identified as target schools because a disproportionate number of students within these school populations is considered LEP.

The eligible student population was divided into two basic groups for service delivery: 1) students classified as Lau Categories A and B, based on the LAS results, and 2) students classified as Bilingual (Lau categories C and D) but underachieving, based on test scores below the fiftieth percentile. Information gained through personal interview, carried out in the child's native language, whenever possible, was coupled with formal assessment information to ensure that students were placed in classes according to their English language skills and their academic background.

The following table provides enrollment data based on Lau categories.

Table 1

Enrollment 1986-87

	Washington M.S.	Wilson M.S.	Highland H.S.	Albuquerque H.S.	Total
Lau Categories A/B	69	48	120	84	321
Lau Categories C/D & Underachieving	208	117	120	221	666
Total	277	165	240	305	987

Efforts were made to collect data on native language literacy and non-American schooling for students in English as a Second Language (ESL) classes. Data are virtually complete for middle school participants but sparse for high school participants. Of 34 students at Wilson Middle School, 14 or 38% demonstrated some degree of literacy in their native language. Information gathered by teachers revealed that years of non-American education for this group ranged from one to eight years with the mean of 4.3 years. At Washington Middle School, 39 of 47 students (83%) demonstrated native language literacy, and reported years of non-American schooling ranging from one to 12 years with a mean of 5 years.

Specific Educational Activities
Materials, Methods, Techniques

Two models of instructional intervention are employed at the middle school level, the pre-teaching model and the skills development model. Typically, category A and B students are provided an English as a Second Language (ESL) program using the pre-teaching model. These students receive two to three hours of ESL instruction daily. The ESL methodology is used to teach concepts and vocabulary which are content specific and necessary for students to function adequately in social studies and science classes. District science and social studies teachers receive ESL training provided by Title VII resource teachers and are provided classroom aides to assist students enrolled in these classes. Students identified as Lau category level C students are provided a skills development model (English Language Development, ELD) at the middle school level. These more advanced students are enrolled in classes which emphasize the English language used in basic mathematics, grammar, and social studies concepts, as well as organizational and study skills. Students in the skills development model are enrolled in regular content area classes and are provided assistance by aides functioning under the teacher's direction.

Students at the high school level are provided a transitional English content model in which they receive two to three hours of ESL instruction daily, with concurrent enrollment in sheltered content area classes. Sheltered content area classes are taught by district teachers who have received ESL training provided by Title VII resource staff. The Title VII aides provide students with concept instruction in the native language to assist them in understanding concepts presented in class. As an additional service, where

appropriate, students may also be enrolled in the district Spanish language classes.

Project services were administered by program coordinators assigned to both middle and high school levels. Program coordinators supervised a staff of four resource teachers, seven bilingual aides, one home-school aide, one home-school liaison, and one secretary. Specific activities varied according to student and school needs, but included demonstration lessons, in-class tutoring, materials and methods support, and home and community contacts. Additionally, Title VII provided a series of workshops for project staff and cooperating classroom teachers. These in-service programs provided technical information regarding ESL methodology, skills and techniques training, and orientation and philosophy of the intervention approach.

Time on Task

For the purpose of this evaluation, "time on task" was defined as the student's attendance in program classes. Attendance data were collected for all ESL classes and for a sample of sheltered content area classes (one class from each content area offered).

The following tables present information on the number of students reported enrolled during the year and the total number of hours of class attendance. An estimate of the possible hours of attendance is also provided and is affected by the late entry and early withdrawal of students during the quarters reported. Average attendance was computed by dividing the actual hours of attendance by the possible hours of attendance.

Table 2

Middle School Time On Task for ESL and Sheltered Content Classes

	Total Possible Hours	Total Hours Attend	No. of Students	Ave. Attend	W/D	Trans. Within School	Late Entry
Wilson							
Basic ESL	1027	957	7	93%	1	0	1
Inter ESL	2655	2477	16	93%	1	0	1
Basic ESL	900	822	5	91%	0	0	0
Adv. ESL	1440	1346	8	93%	0	0	0
Earth Science	540	535	3	99%	0	0	0
Social Studies	2160	2028	12	94%	1	0	0
Pre-Science	810	781	9	96%	0	0	0
Pre-Science	315	287	4	91%	0	0	1
Language Arts	3420	3157	20	92%	2	0	0
Seminar	4185	3891	26	93%	1	0	1
Social Studies	4545	4220	26	93%	3	0	0
Washington							
1st and 2nd	5637	5492	27	97%	9	2	12
3rd	1485	1422	11	96%	3	0	0
4th	945	880	6	93%	2	0	0
6th	1555	1451	10	93%	2	0	1
7th	900	840	5	93%	0	0	0

Table 3

High School Time On Task for ESL and Sheltered Content Classes

	Total Possible Hours	Total Hours Attend	No. of Students	Ave. Attend	W/D	Trans. Within School	Late Entry
Highland							
Per123 Level 0 (3 classes)	11475	11316	36	97%	13	1	11
ESL 2 (3 classes)	7020	6329	17	90%	2	1	3
ESL 3 (2 classes)	5400	5236	17	97%	0	0	0
ESL 4 (1 class)	2430	2353	15	97%	1	0	1
Intro. Algebra	2520	2457	20	97%	5	0	0
World History	3195	3127	22	98%	3	1	1
Albuquerque High							
ESL (3 per)	8640	8310	23	96%	9	2	1
ESL/Intro (3 per)	7020	6578	17	94%	3	4	0
ESL/Adv (2 per)	4680	4552	16	97%	4	0	1
ESL/Trans (1 per)	2475	2384	17	96%	5	1	3
Civics	5320	4048	31	76%	0	11	-
Basic Math	4095	3699	29	90%	6	2	-
U.S. History	2565	2352	15	92%	1	0	-
Biology	4275	3975	37	93%	3	2	-

In combination with attendance data, randomly selected middle and high school selected classes were observed by resource staff to determine the amount of time spent in listening, speaking, reading, writing, and classroom management activities. The following table presents the mean range of minutes spent in five designated classes at each school. Data collection requirements were differently interpreted by project resource personnel responsible for making the observation; therefore, tables included a minimum of one observation per class to multiple observations per class. The discussion of this data is limited by the range of data collection procedures and varying frequencies of data collection. However, the data do demonstrate average time spent on tasks specific to the development of English language proficiency.

Table 4

Use of Time Washington Middle School (42 minute periods)

	Number of Observations	Listening	Speaking	Reading	Writing	Classroom Management
Social Studies	1	5	15	15	15	2
Language Arts	1	8	4	10	18	2
Math	1	10	8	4	18	2
Life Science	1	10	3	4	20	3
Science	1	7	5	12	15	3

Evaluation Design

Student progress is monitored in the areas of oral English proficiency and English literacy according to needs and program assignment. For those students who are monolingual or predominantly speakers of a language other than English, oral English proficiency is evaluated annually using the Language Assessment Scales (LAS) published by Linguametrics Group. The LAS assigns a level of English proficiency based on the students' oral English production. These levels range from no English skills at Level 1 to English proficient at Level 5.

Limited English proficient (LEP) students are also annually evaluated on the Gates-MacGinitie Reading Test to examine changes in their English literacy. The Gates-MacGinitie contains vocabulary and comprehension subtests, which are combined to provide a total score used in program evaluation.

Bilingual students were evaluated in reading and language using the Comprehensive Tests of Basic Skills subtests. Each students' progress was evaluated using state mandated checkpoint testing at fifth and eighth grades. Additional testing at the tenth grade was administered to project participants to assist in developing a data base for longitudinal comparisons.

Evaluation Results

The original Title VII proposal described five separate components, with objectives for categories A and B students and objectives for category C students divided among three components. The current year project reorganized the objectives to create four consolidated components. The four components that will be addressed in this report are:

1. Intensive English for Non-English Speakers
2. English as a Second Language
3. Transitional English for the Content Area
4. Teacher Training

COMPONENT I: English as a Second Language (Oral Skills for A and B Students)

OBJECTIVE: After 9 months of intensive English language services, 60% of the students identified as category A and B students will develop proficiency in understanding and speaking English as measured by either a gain of two levels on the LAS or by achieving a level 5 on the LAS.

RESULTS: It should be noted that this component serves a highly mobile population of students, with a large percentage of students enrolled in the program being available for only one of the tests and part of the instructional program., thus reducing the number of students in the comparison group. When pre-post test matches are considered data are available for 92 students or 39% of the project population. The following table provides information on the students for whom this pre-post data are available.

Table 5

LAS for Category A and B Students

School	Total N	Pre-Post N	Pre-Post %	Met Criteria N	Met Criteria %	Gained 1 Level N	Gained 1 Level %
Washington M.S.	47	11	23%	5	46%	5	46%
Wilson M.S.	33	14	42%	0	-	2	14%
Albuquerque H.S.	71	25	35%	12	48%	11	44%
Highland H.S.	90	43	48%	3	7%	19	44%

Although students at project schools did not achieve the objective, it is important to note the growth that was made by project students. At both high schools and one middle school, almost half (44-46%) of the students for whom pre-posttesting data are available, achieved one language level on the LAS.

Components of the LAS require holistic scoring. Although there is established rater-reliability, the holistic scoring allows some subjectivity in scoring. Further, the testing situation required by the LAS has a high degree of interpersonal interaction between examiner and student. The lack of familiarity with examiner can influence student performance in this kind of testing situation. It is very likely that these factors influenced scores at especially those at Wilson Middle School where students were pre and posttested by different examiners.

COMPONENT II: English as a Second Language

OBJECTIVE: After 9 months of intensive English language services, 60% of the students identified as A and B on the LAS will develop English proficiency in reading as measured by a 3 NCE gain on the Gates-MacGinitie Reading Test.

RESULTS: The mean scores for Gates-MacGinitie Reading tests were computed for students for whom 1986 and 1987 pre-posttest matches were available. The scores are computed in NCEs and are presented in the table below.

Table 6

Gates-MacGinitie Test Results in NCEs for Total Reading scores

School	1986 Mean	1987 Mean
Washington M.S.	27.29	34.81
Wilson M.S.	28.87	24.67
Albuquerque H.S.	36.09	31.73
Highland H.S.	27.39	39.00

Comparisons of Gates MacGinitie total reading scores were made for students for whom pre and posttest data were available. Group means for students at Wilson middle school and Albuquerque high school showed approximately a four NCE loss from pre to posttesting. While not discounting the differences in pre and posttests performance for these two schools, it should be noted that tests data were available for fewer students at these schools than at other target schools. More students at these schools had both pre and posttest scores below the chance level, (raw score=10) or below the tenth percentile. The small number of students in the comparison group exaggerated the influence of extreme scores on the mean. Therefore, these very low scores may have had a greater impact on the mean scores for these two schools that the low scores at the other target schools.

Group means for students at Washington middle school and Highland high school showed NCE gains from the 1986 testing to the 1987 testing. Students at these schools demonstrated gains from four to ten NCEs. The group gains at these two schools met the objective as it was stated in the proposal.

COMPONENT III: Transitional English

OBJECTIVE: After 9 months of intensive English language services, 60% of the students identified as category C, priority 1 and 2*, will develop English language proficiency in understanding, speaking, reading, and writing as measured by a 4 NCE gain from pre to posttest in the English language subtests of the CTBS.

*Priority 1 students score less than 1 standard deviation below the mean. Priority 2 students score 1 standard deviation below the mean.

RESULTS: CTBS data from district-wide testing conducted for all fifth grade students were sued as pretest data for current year project participants. Posttest data were derived from district-wide testing of eighth grade students. Thus results represent student achievement for project participants over a three-year period.

Last school year (1985-86) tenth grade level C students were tested at each of the project high schools to establish baseline data. For the current project year (1986-87) C level students in grades 10 and 11 were tested at project high schools. Pre-post data were available for 6 students at Highland high school and 20 students at Albuquerque High school.

Tables 7 and 8 present CTBS data for middle and high school students on reading and language subtests.

Table 7

Reading CTBS Subtest Group Scores in NCEs

	Middle Schools	
	Washington N=80	Wilson N=23
1984	41.2	44.1
1987	43.6	44.9
	2.5 gain	0.8 gain

	High Schools	
	Highland N=4	Albuquerque N=17
1986	31.0	33.6
1987	34.3	36.5
	3.3 gain	2.9 gain

Table 8

Language CTBS subtest group scores in NCEs

	Middle Schools	
	Washington N=80	Wilson N=23
1984	45.4	47.1
1987	45.9	49.1
	0.5 gain	2.0 gain

	High Schools	
	Highland N=4	Albuquerque N=18
1986	38.6	37.2
1987	39.6	37.9
	1.0 gain	0.7 gain

Student performance on the reading and language subtests show NCE gains for all comparison groups, although no group achieved the four NCE gain projected in the objective.

Some additional information is provided so that the reader might better interpret the scores presented in Tables 2 and 3. When student performance is measured using standard scores (e.g. NCE), maintaining an NCE score from pre to posttesting indicates that the student is making the growth expected for individuals of that age/grade group. Therefore, the same NCE score from year to year does demonstrate growth.

Further, students have demonstrated that the LEP students not only fail to maintain performance levels, but in fact shows a loss in standard scores unless special interventions are provided.

A caution pertaining specifically to CTBS testing is also necessary. District checkpoint testing with CTBS occurs only at the third, fifth, and eighth grades. High school students are not tested using CTBS because of the relatively poor match between test content and curriculum. Therefore, it is highly probably that NCEs reported for high school students are affected by this mismatch.

Although CTBS demonstrated a poor match with district curriculum, the test was chosen to assess Title VII high school student performance based on sound reasoning. Comparisons of student performance on two different achievement test to demonstrate project effectiveness would violate sound measurement practices. These comparisons of performance should be made on the same tests. If a test were selected specifically for the Title VII high school population, exiting baseline data from district checkpoint testing would not be usable. Therefore, in keeping with measurement practices and in an effort to avoid excessive testing of project students, high school students were tested with the CTBS.

The component for transitional English for the content area focuses on providing task-specific assistance to students in sheltered classrooms. This assistance better enables students to master content presented in social studies, science and math. Such content specific assistance may not generalize to concepts and skills required for the reading and language subtest of the CTBS.

In addition to the analysis of data for NCE gains, a comparison of objective mastery was completed for some project students. These data better reflect the kinds of growth being made by project students. Objective mastery for CTBS subtest were compared for students' tenth and eleventh grade tests. The table below presents the number of students who mastered one, two, or three more objectives from pre to post testing; the number of students who did not master any additional objectives; and the number of students who improved from invalid attempts on testing the previous year to the mastery of one objective.

Table 9

Albuquerque High School Students' Objective Mastery From Tenth To Eleventh Grade Testing

	# Mastering 1 objective	# Mastering 2 objective	# Mastering 3 objective	# Mastering same number	# Mastering fewer objectives	# Moving from Invalid to 1
Vocabulary	0	0	1	14	0	1
Comprehension	2	2	0	8	4	0
Mechanics	1	0	0	11	4	0
Expression	3	1	0	8	4	0
Computation	0	2	4	6	3	1
Application	1	0	3	7	3	2
Reference Skills	1	1	0	11	1	2
Science	0	3	1	10	0	1
Social Studies	0	1	3	12	0	0

Table 10

Highland High School Students' Objective Mastery From Tenth To Eleventh Grade Testing

	# Mastering 1 objective	# Mastering 2 objective	# Mastering 3 objective	# Mastering same number	# Mastering fewer objectives	# Moving from Invalid to 1
Vocabulary	0	1	0	5	0	0
Comprehension	1	0	1	3	1	0
Mechanics	1	0	1	3	1	0
Expression	1	0	0	5	0	0
Computation	0	1	0	4	1	0
Application	0	0	0	5	1	0
Reference Skills	0	0	0	5	0	1
Science	0	0	1	5	0	0
Social Studies	0	0	1	5	0	0

Table 11

Albuquerque High School and Highland High School Students' Objective Mastery From Tenth To Eleventh Grade Testing

	# Mastering 1 objective	# Mastering 2 objective	# Mastering 3 objective	# Mastering same number	# Mastering fewer objectives	# Moving from Invalid to 1
Vocabulary	0	1	0	19	0	0
Comprehension	3	2	1	11	5	0
Mechanics	2	0	1	14	5	0
Expression	4	1	0	13	0	0
Computation	0	3	0	10	4	1
Application	1	0	0	12	4	2
Reference Skills	1	1	0	16	0	3
Science	0	3	2	15	0	1
Social Studies	0	1	4	17	0	0

Student performance on content area subtests of the CTBS are presented to support the need from transitional English for the content area as identified in Component III of the proposal. Transitional English addresses the development of English language skills so that LEP students can successfully meet the language demands of the regular classroom. Title VII regulations indicate the Mathematics, Social Studies. and Science tests results are appropriate measures of student functioning in the content areas; therefore pre and post measures of student performance on CTBS subtests are presented in table 12 and 13.

Table 12

Content Area Subtest for the CTBS in NCEs for Albuquerque High School*

	Science	Social Studies	Math
1986	40.05	41.18	41.40
-1987	42.00	47.82	44.80
Difference	1.95 gain	6.64 gain	3.40 gain
	N=17	N=17	N=15

*An inadequate N at Highland High School made comparisons invalid.

Table 13

Content Area Subtest for the CTBS in NCEs for Middle Schools

	Science		Social Studies		Math	
	1986	1987	1986	1987	1986	1987
Washington	N=64		N=65		N=68	
	41.5	48.0	42.9	47.8	49.8	43.5
Difference	+6.5		+4.9		-6.3	
Wilson	N=29		N=28		N=31	
	42.8	46.6	42.2	46.6	55.6	60.5
Difference	+3.8		+4.4		+4.9	
Total	N=93		N=93		N=99	
	41.9	47.6	42.7	47.4	51.6	48.8
Difference	+5.7		+4.7		-2.8	

COMPONENT IV: Teacher Training

Objective: After 9 months of intensive training in ESL techniques through the resource teacher approach or in-service, preselected content area teachers will identify and utilize 80% of these techniques in their classrooms as measured by an observation process.

The following in-service training sessions were provided for classroom personnel:

Title	Date	Attendance
School/Community Relations - The Teacher and the Parent as a Team	October 4, 1986	8 - teachers, resource teachers and home-school liaison
ESL Techniques in the Central Area	January 24, 1987	38 - teachers, aides, resource staff, home-school liaison
Oral and Written Language	February 4, 1987	16 - teachers, resource staff
Effective Teaching Training	June 15-18, 1987	29 - teachers
Instructional Strategies for LEP Students	June 8-10, 1987	31 - teachers, resources staff

In addition to these in-service programs cooperating teachers are provided demonstration lessons presented by the Title VII resource teachers. These lessons provided cooperating teachers opportunities to observe demonstrations of ESL techniques with their own students and for the subject area they taught. Observation sheets were developed by project staff and were completed by classroom teachers observing these lesson taught by the resource teacher. The observation sheet listed teacher presentation techniques, student interactions and content/reading specific techniques. Teachers were to check techniques observed during the resource teacher demonstration. Observation sheets were completed by teachers at all project schools. The recording process does not lend itself to aggregate interpretation, however, review of the observation sheets indicated that cooperating classroom teachers were able to identify demonstrated techniques. Further, reports from resource teachers reveal that cooperating classroom teachers frequently incorporated techniques that were of specific help to them in their particular subject area.

Financial assistance through Title VII was available for staff to complete related university training. Staff were selected to receive financial assistance based on the applicability of the course to be taken and the staff association with the Title VII student population. All of the teachers selected to receive financial assistance (43) completed a minimum of 3 hours

university credit in courses related to the instruction of LEP students and/or certification in English as a second language or bilingual education.

Summary

The primary goal of this project was to provide services which allow students to achieve English language proficiency to the maximum extent possible. To accomplish this, the project supported three instructional components and a staff development component. The proposal projected that 60% of Lau category A and B students would demonstrate English proficiency as measured by a gain of two levels or achievement of level 5 on the LAS. Although students at project schools did not achieve the objective, almost one-half of the students' pre-posttest data reflect achievement of one language level on the LAS.

English proficiency in reading and writing was measured through the use of a district-wide administered reading test. Group means for students at one middle school and one high school reflected the projected gains.

CTBS data from district-wide testing for fifth and eighth graders were available for pretest and baseline information. Level C students who were tenth graders during 1985-86 project year were also administered the CTBS. This served as baseline data for comparisons with CTBS testing of eleventh graders during 1986-87. While pre-post data did not reflect the expected NCE gain, growth was reflected in group means for reading and language subtests for all project schools. Objective mastery for CTBS subtest were compared for students' tenth and eleventh grade tests and better reflected growth made by project students.

Staff development activities were provided in the form of in-service programs relevant to ESL and ELD instruction. Cooperating teachers were provided demonstration lessons and were able to identify techniques demonstrated by the resource teachers. Financial assistance was provided to selected teachers pursuing university training and course credit towards certification.

In summary, the results indicate that the Title VII program made progress towards project objectives, achieving some and partially achieving others. The project was implemented as written and reflected incorporation of recommendations regarding minor inconsistencies of implementation that were discussed in previous performance reports.